DOCUMENT RESUME

ED 107 765 CE 003 840

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TITLE Mathematics Career Unit for Junior High School.
INSTITUTION White Bear Lake Independent School District 624, Minn.
PUB DATE [73]
NOTE 27p.; For related documents, see CE 003 833-9 and CE 003 841-9

EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE
DESCRIPTORS Career Awareness; *Career Education; Instructional Materials; Junior High Schools; *Learning Activities; Mathematical Enrichment; Mathematics Education; *Mathematics Instruction; *Mathematics Materials; *Occupational Information; Occupations; Relevance (Education); Skill Development; Vocational Development

ABSTRACT

Part of an exemplary program for junior high school students, the material in the guide was developed as a supplement to existing mathematics programs. The various math skills are divided into six groups: whole numbers, decimals, fractions, percent, ratio--proportions, and area--volume. For each of the groups, three to seven different career packets are provided, each of which contains job descriptions and the math skills needed for each job. Sample career packets include: consumer, carpenter, electrician, auto mechanic, auto salesman, and sportswriter. (JR)

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CAREER EDUCATION

MATHEMATICS
CAREER UNIT
JUNIOR HIGH

A CAREER DEVELOPMENTAL PROGRAM

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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CAREER AWARENESS
SELF AWARENESS
APPRECIATION & ATTITUDES
DECISION MAKING
SKILL AWARENESS, BEGINNING COMPETENCE
ECONOMIC AWARENESS
EMPLOYABILITY SKILLS
EDUCATIONAL AWARENESS

White Bear Lake
Public Schools

CE003840

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MATHEMATICS

CAREER UNIT

for

JUNIOR HIGH SCHOOL

by

William Mack

Frederic Scripps

Robert Dahle

CAREER DEVELOPMENT

Grades 7 - 9

An Exemplary Program
in
Career Education

Funded under the Provisions of Part D
of the Vocational Education Amendment of 1968
for
Independent School District #624
White Bear Lake, Minnesota

Ernest M. Thomsen, Superintendent
Ron Johnstone, Director Vocational Education

1972 - 73

INTRODUCTION

This material has been created for use as a supplement to an existing math program. We have broken various math skills into six groups; whole numbers, decimals, fractions, percent, ratio-proportions and area-volume. For each of the groups from three to seven different career packets are available. In these packets are found the math skills needed for that job. Job descriptions are also found in each packet.

Our hope is to expose students to various careers while at the same time expanding their math skills.

OBJECTIVES

1) The student will explore different occupations and be aware of how math is used in those fields.

2) The student will be required to make some judgement on whether the careers he selected to study are desirable or undesirable and why.

3) By bringing math into their daily life the student will hopefully gain a greater interest in mathematics.

HOW MATERIAL WILL BE USED

This material was put together not to act as a total package, but to aid the teacher in presenting career information throughout 7th and 8th grade, and yet proceed with the normal curriculum.

As a student progresses through junior high school he will encounter these six areas we elected to dwell on, that is; whole numbers, decimals, fractions, percent, ratio-proportions, and area-volume. When one of these six groups is being studied in class the teacher may chose to assign, or suggest the completion of two different career packets within the group. For example after the student has been exposed to adding and subtracting fractions he may elect to see how they are used by a carpenter and an electrician.

At the end of each packet the student is required to fill out a form indicating his likes and dislikes of the career. The ideal situation would enable the teacher to gather those students who have worked on the same career and discuss it further in depth.

Another method may be used if a resource person is used. If for instance Mr. Jones, a contractor, speaks to a class on the use of area or volume in his field, after his presentation all the students may be required to do the "Area-Volume for Contractor" packet.

Again we would like to emphasize that this material is to be used strictly as a supplement to the existing math curriculum.

WHOLE NUMBER

CONSUMER

It seems that almost everyone at one time or another begins to "count calories". By this we mean that they total up the number of calories taken into their bodies for a meal or a day or a longer period of time. The most common calorie count is for one day. Different foods have varying amounts of calories. Fooods that are sweet and full of sugar have a high caloric value, while foods like fruit are relatively low. Water has no calories at all.

It is very easy to compute your calorie intake for a day. You must write down everything that you eat for one day and then look up the number of calories in each of these foods and total these numbers up.

Below is a calorie chart of a variety of foods eaten by a family for one day. Each person's meal is then given. Using the chart, compute each person's individual calorie intake for each meal and then give their total calories for the day.

	Calories		Calories
Whole bread, 1 slice	63	Chocolate malt, 8 oz	500
Doughnut, iced	200	Coke, 8 oz.	80
Beef hamburger, 1 med.	250	Whole milk, 8 oz.	165
Hot dog, 1	125	Beans, green, 1 cup	45
Chicken, fried, ½ breast	230	Potatoes, 1 med. boiled	95
Salmon, baked, 4 oz.	300	Tomatoes, canned, 1/2 c.	21
Banana, 1 medium	88	Brownie 2 x 2"	140
Cantaloupe, 1/2	32	Ice Cream, vanilla ½ pt.	300

** **

	Mr.	Mrs.	Sam	Sue
Brkfst:	2 slices bread other 50 cal	1 slice bread other (25 cal)	2 doughnuts 2 gl. milk	1 doughnut 1 glass milk
Brkfst cal.				
Lunch:	baked salmon 1 sl. bread 1 glass milk other (100 cal)	baked salmon banana 1 glass milk other (75 cal)	hamburger choch malt potato	hot dog coke potato
Lunch cal.				
Dinner:	chicken beans potato tomatoes ½ c 1 slice bread brownie ½ pt. ice cr.	chicken beans tomatoes ½ c. brownie 2x2 ½ pt. ice cream other (50 cal)	chicken beans 2 potatoes 2 glasses milk 2 brownies ½ pt. ice cr.	chicken beans tomatoes ½ c 1 slice bread 2 brownies 1 glass milk
Dinner cal				
Total cal				

WHOLE NUMBERS

CONSUMER

Have you ever wondered if it was "worth it" to continue on in school. Does one actually earn that much more if he graduates from high school than if he only goes through elementary school? And does graduating from college make that much difference in average yearly income over the high school graduate. In this worksheet you will be given some statistical facts that may help you decide whether it is worth it to continue your education.

Below you will see a table with the average yearly income of an elementary, a high school, and a college graduate. As you can see, there is a noticeable difference. You are to compute the average monthly and average weekly incomes for each. Round your answers off to the nearest dollar.

EDUCATION COMPLETED	ANN. AV. INCOME	--MO. AV. INCOME	--WKLY AV. INCOME
Elementary	7,668.	_____	_____
High School	11,269.	_____	_____
College	16,726.	_____	_____

Now find the difference in income between: 1 year 1 month 1 week

1) An elementary & high school graduate _____
2) A high school and college graduate _____

On the average, how much more money does the high school graduate earn as compared to an elementary school graduate?

1) In a five year period_____
2) In a ten year period_____
3) In a fifteen year period_____
4) In a twenty year period_____
5) In a twenty five year period_____

A person going through college is provided with additional opportunities to increase his income. As can be seen, he earns, on the average, a substantial amount more than the high school graduate. How much more does the college graduate earn than the high school graduate over a period of a year?_____
Using this information compute how much more money the college graduate makes than the high school graduate:

1) Over a period of five years_____
2) Over a period of ten years_____
3) Over a period of 15 years_____
4) Over a period of 20 years_____
5) Over a period of 25 years_____

BETTER HOMES AND GARDENS

Skillet Burgers

2 pounds ground beef
2 cups chopped onion
1 cup chopped celery
2 8 oz. can seasoned tomato soup
2 cans condensed tomato soup
1 tsp. salt
3 tsp. monosodium glutamate

Brown meat in small amount of hot fat. Add onion and celery; cook till tender, but not brown. Add remaining ingredients. Simmer, uncovered, about 20 minutes. Spoon into split toasted buns. Makes 10 or 12 servings.

Find the amount of each item if the recipe is to be for a) three times as many people, b) six times as many people.

* * * *

CARPENTER

EDUCATION - High school education desirable. Further vocational, technical education not necessary, but could be very helpful.

HIGH SCHOOL COURSE - Related Arts (Industrial Arts), Math, Business courses, Bookkeeping.

WHERE JOBS ARE FOUND - Throughout the U.S.A.

GETTING STARTED - Employment agencies, newspaper ads, placement services are helpful in obtaining jobs.

CARPENTRY
WHOLE NUMBERS

Jim's dad was looking around for a builder to build him a new garage. At this time Jim was very interested in becoming a carpenter someday. Jim thought he'd help his dad out, and at the same time find out what a carpenter has to know.

The first thing Jim's dad did was to get bids (estimates of cost) from five different builders. Here are his findings.

2 door garage	Smith's Builders	Jones Const.	Acme Const.	Ace Builders	George's Const.
lumber	310	300	290	320	305
labor	185	183	190	175	191
sheet metal	85	90	87	83	86
shingling	65	63	67	70	63
wiring	45	43	50	42	50
painting	135	130	133	120	140
millwork	80	100	90	95	70
hardware	65	63	60	70	41
liability ins.	40	40	40	40	40
Misc.	30	50	35	51	60
profit	105	200	150	120	100

Jim's dad had gotten all these prices together and now had to decide which builder would make his garage. He asked Jim to help by finding the total price for each builder and then put them in order from lowest to highest.

Use the space below to work and list them with their cost.

WORK

Name (lowest on top) Price total

1)
2)
3)
4)
5)

CARPENTRY
WHOLE NUMBERS
(Cont-d)

While the carpenters were working on the garage Jim asked them many questions. They told Jim the type of things you have to do and know. They decided to give Jim a little test to see what he knew.

1) A builder buys 475 feet of picture moulding for the inside of a home. When he is done he has 58 feet left. How much did they use?_____

2) In a church a builder decides to use pine instead of oak in order to save money. How much will the job cost if he deducts $3,468 for the oak and adds $957 for pine? His original bid was $121,672.

3) If as a carpenter you make $6 per hour:
   a) How much would you make in a ten hour day?_____
   b) How much in a 50 hour week?_____
   c) How much a month?_____

4) Two by fours cost $2 apiece. You need 74 of them to build your shed. How much will it cost?_____

5) At a sale I bough 204 sheets of drywall. It takes 17 sheets to build a garage. How many garages can I build?_____

SUMMARY

1) Name of career_____

2) Would you like to do this type of work? Why or why not?

_____

_____

_____

3) What would you need to be a carpenter? Could you do it now or would you need more training?

_____

_____

4) Explain in a few words why math is important to a carpenter.

_____

_____

_____

5) Would you like to find more out about this career? Yes___No____

ELECTRICIAN

EDUCATION: To enter apprenticeship program, a high school education is required. A regular apprenticeship program would follow, with advancement to journeyman.

HIGH SCHOOL COURSES: Math, Physics, Industrial Arts

APPRENTICESHIP PROGRAM: A four to five year apprenticeship program culminating with becoming a journeyman electrician, depending on experience and competence.

WHERE JOBS ARE FOUND: In all regions of U.S., with best areas near high population, industrialized districts. One may work as a private electrician, or work for a factory, the government, and other businesses.

GETTING STARTED: Applying directly to an electrical contractor or to the union; newspaper ads, employment agencies and placement services. One can train on the job, without having prior experience.

GETTING AHEAD: With experience and competency, an electrician may become a foreman or even own his own contracting firm.

EARNINGS: Generally working forty hour week, with a salary ranging from $4.00 per hour and up. The annual salaries are among the highest because an electrician's work is not usually affected by seasonal changes in weather.

UNION: International Brotherhood of Electrical Workers

ORGANIZATION: National Electrical Contractor's Association.

FUTURE: With increased expansion of industry, and increased use of electricity, the job future looks good.

ELECTRICIAN
WHOLE NUMBERS

Tom had been paging through a magazine when coming across an add concerning electrician's school. He thought this might be an interesting profession as well as profitable.

He proceeded to tour a vocational school and spent some time talking to the electrical engineer. Tom didn't know much about what was involved in being an electrician. The instructor at the school (Mr. Erickson) was happy to tell Tom about the job.

Mr. Erickson proceeded to tell Tom about how electricity is measured. It is measured according to how much electricity flows past a point in the electric line at a given moment. This movement through the line is called an ampere. The pressure which the electricity is under while in the line is called volts. A car battery usually has 12 volts.

EXAMPLE: If a home has 220 volt lines entering the house and each line has a 60 ampere capacity the total wattage available will be 220 x 60, or 13,200 watts.

1) Mr. Jackson's car has a 12 volt battery. His cassette tape player draws 2 amperes. How many volts is that?_____
2) If your toaster carries 150 volts and has 5 amperes, what is the wattage?_____
3) Jim's wall clock is 50 volts and 6 amperes. What is the wattage?_____
4) If your radio is 100 volts and the wattage is 500, what is the amperes?_____ (Hint, this problem requires division.)

Fill in this home electrical chart. Watts = Volts X Amperes

Object	Volts	Amperes	Watts
Waffle Iron		5	700
Coffee Pot	110	6	
Can Opener	120		360
Electric Scissors	100	2	
Toaster		9	927
Light Bulb	105		840

SUMMARY

1) What is a person called who performs this work?_____

2) Would you think about becoming an electrician?_____
Why or why not?_____

3) How long do you think it would take you to learn enough to become an electrician?_____

4) Is math needed to be an electrician? Yes___No_____

5) Would you like to find out more about this field of work?
Yes_____No_____

AUTO SALESMAN

EDUCATION: At least a high school education. He should also learn all he can about automobiles and selling by taking courses at a vocational school, college or training on the job.

HIGH SCHOOL COURSES: English, speech, general science, mechanical drawing, automotive mechanics, mathematics and business and sales courses.

GETTING STARTED: Working part time, (while attending high school) in an automobile service station or repair shop. This will give him a chance to learn about cars, how they run and ways of evaluating a car. Other jobs that involve selling will also be valuable in teaching salesmanship, which is a very important part.

GETTING AHEAD: Advancement is practically unlimited, depending on the initiative, willingness to work and selling ability. The more experience the better the chances of advancement.

EARNINGS: Earnings will vary greatly, depending on the ability of the salesman. His salary will be a commission, that is, he will be paid according to how much he sells. The more he sells, the more money he makes.

NUMBER OF HOURS: Irregular hours, work on weekends and week nights.

ORGANIZATIONS: National Automobile Salesmen's Association; National Automobile Dealer's Association.

FUTURE: Future is bright as long as the present standard of living is maintained, and the need for cars, trucks, etc. increases.

WHOLE NUMBERS
AUTO SALES - SMALL BUSINESS

Many auto dealers sell both used and new cars. The factory will generally place a price tag on a new car and the dealers usually sell the car at this price, or a price close to it. There are no "real" set prices on used cars. Their value depends on how much they have been used, what they have been used for and general appearance. An auto dealer must therefore be careful (if he wants to make a profit) to buy the used cars at a price low enough so he will be able to sell the car at a higher price--with a profit. Many used cars are trade-ins, that is, a car that is traded in plus cash for a new car.

1) An auto dealer paid the following for used cars; what is his profit if he sold at the higher price?

	Bought	Sold	Profit
a)	$700	$1000	$300
b)	250		150
c)	679	825	
d)	2000		250
e)	780		130
f)	888	126	
g)	440		170

2) A used car is usually taken in as partial payment on a new car. If the car dealer allows the following for the used car, how much does the customer have to pay for his new car?

	Used Car Allowance	New Car Cost	Amount Customer Pays
a)	$300	$3800	$3500
b)	1000	5000	
c)	270	2850	
d)	500		4500
e)	275	1850	
f)		3000	1000
g)	950	6785	

WHOLE NUMBERS
AUTO SALES - SMALL BUSINESS

In the operation of a car sales lot, there are many expenses that the buyer does not see. Below is a list of expenses. Find the overhead (running expenses) for the year.

1) Lot lease (rent) $700 per month
2) Local and state licenses -- $100 for both for year
3) Insurance $1500 per year
4) Lot maintenance - $75 per month
5) Miscellaneous supplies $45 per month
6) Electrical bill $60 per month
7) Telephone bill $50 per month
8) Bond for selling cars $60 per year
9) Advertising $60 per month
10) Heat for seven months $20 per month
11) Plowing the lot - ten times $50 per time

SUMMARY

1) Briefly explain a few duties of an auto salesman._____

_____

_____

_____

2) What does the word personality mean and how does it fit in with being a salesman?_____

_____

_____

3) Could you see yourself as a car salesman? Why or why not?_____

_____

_____

AUTO MECHANIC

EDUCATION: At least two years of high school are needed, and high school graduation is desirable.

HIGH SCHOOL COURSES: Mechanical drawing, geometry, algebra, and shop courses pertaining to small engines, auto repair, ets.

TRAINING: Usually from two to three years, depending on ability and willingness to work. There are a few formal apprenticeship programs in which the worker learns, both in class and through experience, while he earns. The Bureau of Apprenticeship, U.S. Dept. of Labor, Washington, D.C. can provide information. Trade and vocational schools also provide training in this field. The learner may decide to become a general mechanic or to specialize in one kind of work; motor overhauling and engine repair, transmission service and repair, cooling system repair or fender and body repair.

GETTING THE JOB: Usually through high school counselors, state employment offices, newspaper ads, and direct application to companies that employ mechanics.

HOURS: Most mechanics work from 40 to 50 hours per week.

EARNINGS: These vary widely from one region of the U.S. to another. Some skilled workmen earn as much as $10,000 a year or more. Many skilled mechanics earn from $5.00 to $6.00 an hour.

FUTURE: Very good. There is a constant demand for GOOD auto mechanics.

WHOLE NUMBERS
AUTO MECHANIC

Anyone who works in a garage or a gas station repairing cars should know how to fix your car so that it will get back into the kind of shape you want it in. They have to know how to find out what is wrong with your car and then must have the know-how to repair it. But there is more to a gas station or garage than just fixing cars. One other important job is the ordering of parts needed to repair cars. The repair man must keep a supply of parts on hand to fix the cars that come to him. When he gets low on parts he must order more of them and pay for these parts. He has to count how many of a certain part he has, decide how many of this part he should have, and then order the number he needs to get his supply back up to what it should be.

Among the parts or items needed in a garage are batteries, tires, shock absorbers, oil filter, quarts of oil, air filters, spark plugs and mufflers. Below you will see the cost of these items. Some of these come in boxes of 8 or 12 items to a box, such as air filters and oil filters.

Battery - $15
Tire - $13 for blackwall
$17 for whitewall
Quarts of oil - 15 quarts to a box; 1 box costs $6
Oil filter - 12 to a box, 1 box cost $18
Air filter - 8 to a box; 1 box cost $8
Spark plugs - 12 for $7
Mufflers - $12
Heavy duty shock absorbers - $9

For the next part of the worksheet, you will be given the number of items on hand, and the number of items that should be on hand. You will be required to compute how many more of an item is needed to put the supply where it should be. Watch out when working with items that come in a box. For example, if you find that you need 12 more oil filters, don't order 12 boxes of oil filters, one box would be sufficient as 12 oil filters come in one box.

ITEM	NUMBER ON HAND	NUMBER OF ITEMS THAT SHOULD BE ON HAND	NUMBER OF ITEMS OR BOXES TO BE ORDERED
Battery	33	40	
Tires - White	17	36	
Black	21	36	
Quarts of Oil	15	75	
Oil filter	24	75	
Air filter	16	120	
Spark Plugs	24	180	
Mufflers	7	15	
Shock Absorbers	12	30	

WHOLE NUMBERS
AUTO MECHANIC
(Cont-d)

Now fill out the order form with number of items needed or boxes needed and compute the cost for the items and the total cost.

ACME GARAGE
100 East 4th Street
Brownsville, New York

No. of Items	Cost of Item or Box	Name of Item	Amount

SUMMARY

1) Could you see yourself as an auto mechanic? Why or why not?

_____

_____

2) Would you like to find out more about this career? Yes___ No_____

SPORTSWRITER

EDUCATION: A sportswriter needs high school diploma. It is helpful to have some college jornalism.

HIGH SCHOOL COURSES: Public speaking, statistics and graphing, writing and language courses.

TRAINING: If planning a sportswriting career, it is wise to get an early start. Write for your school paper. Later try to get published in a small town newspaper. The important thing is to get published.

GETTING THE JOB: Get help from your school paper advisor. Look for connections. Talk to people involved with newspapers. Apply with more than one paper.

HOURS: Hours vary depending on sports season and times of events.

EARNINGS: Depending on the size of the newspaper and the amount you are published, you could make from $8,000 to $30,000.

FUTURE: Very good. Sports are still on the increase.

SPORTSWRITER
WHOLE NUMBERS

America is a very sports minded country. Almost everyone is interested in at least one sport. The following table shows the relative popularity of the major professional sports.

SPORT	1970 ATTENDANCE	INCREASE OVER 1965	1969 ATTENDANCE
Baseball	29,000,000	6,200,000	
Football		6,300,000	7,200,000
Basketball	7,100 000		2,100,000
Hockey	10,100,000	4,100,000	
Auto Racing	42,500,000		39,000,000

1. Which sport had more than three times as many spectators in 1970 than in 1965?_____

2. Which sport had nearest to twice as many spectators in 1970 as in 1965?_____

3. What was the average increase in attendance per year for the five year period from 1965 through 1970?

Baseball_____ Football_____ Basketball_____
Hockey_____ Auto Racing_____

SPORTSWRITER
WHOLE NUMBERS

A sportswriter sometimes has to travel to another city to cover a sports event. He wants to make sure that he will arrive in time to cover the event. Complete the following chart and questions that a sportswriter have to do to make sure he will arrive on time. Don't forget 1) $d = r \times t$, 2) $t = \frac{d}{r}$

Flight	Distance (miles)	Departure Time	Speed (mph)	Arrival Time
Jansly to Kurlow	1000	8:00 a.m.	250	
Lake Mell to Norby	1500	8:00 a.m.	300	
Kurlow to Jansly		3:00 p.m.	200	
Norby to Lake Mell		2:00 p.m.	250	

1) Complete the chart above.
   a) On the Jansly to Kurlow to Jansly route the plane must be on the ground at least one hour for refueling and minor maintenance. How much time on the ground does the schedule provide?_____
   b) How much ground time does the schedule provide on the Lake Mell to Norby to Lake Mell route?_____

2) The air traffic controller insists that planes flying at the same altitude must cross paths at least a half hour apart.
   a) Must the morning flights fly at different altitudes?
   _____
   b) Must the afternoon flights fly at different altitudes?
   _____

3) One day the flight from Kurlow to Jansly ran into unusual head winds. The flight took 6 hours and 15 minutes (6.25 hours). What was the plane's speed on that flight?_____

SPORTSWRITER
WHOLE NUMBERS

Hockey is becoming more and more popular in the United States, now having two hockey leagues; World Hockey Association and the National Hockey League. The following table gives the team standings for the Western and the Eastern divisions of the National Hockey League, as of March 15, 1973. Complete the table; remember that wins count as 2 points, ties as 1 point, and losses as 0 points.

WEST DIVISION

	Wins	Losses	Ties	Points	Goals For	G. Against
Chicago	39	23	8	86	254	201
Minnesota	34	27	9	77	233	204
Philadelphia	33	27		76	255	232
St. Louis	30	29	—	61	205	215
Los Angeles	28	32	—	67	208	224
Pittsburgh	—	35	7	63	225	232
Atlanta	—	32	14	62	175	201
California	—	44	15	37	170	295

EAST DIVISION

	Wins	Losses	Ties	Points	Goals For	G. Against
Montreal	47	9	14	86	254	201
NY Rangers	44	18	7	77	233	204
Boston	45	20	5	76	255	232
Detroit	34	24	11	71	205	215
Buffalo	33	25	12	67	208	224
Toronto	24	36	9	63	225	232
Vancouver	19	43	8	62	175	201
NY Islanders	9	58	5	37	170	295

1) The top four teams in the West and the top 4 in the East will make the Stanley Cup Playoffs. What are the total number of wins and losses for the top 4 in each division? The total number of points for the top 4?

2) Which team has scored the most goals? How many more than the next closest?

3) Which division had the most ties, and how many?

4) Which team gave up the most goals, the least goals and the difference between the two?

SPORTSWRITER
WHOLE NUMBERS

Hockey, as in other sports, depends on scoring to determine the winners. Players are given points by scoring goals or assisting on a scoring play. During the 1970 - 71 season, the Boston Bruins had one of the highest scoring teams in National Hockey League history. Below is a table that lists the top ten scorers, six of which are from the Boston Team. Complete the table, remember that goals count as one point and assists as one point.

PROFESSIONAL HOCKEY'S LEADING SCORERS, 1970-71 SEASON

Player & Team	Games Played	Goals	Assists	Points	Pen. Min.
P. Exposito, Boston	78	76	76	152	71
B. Orr, Boston	78	37	102		91
J. Bucyk, Boston	78	51		116	8
K. Hodge, Boston	78		62	105	113
B. Hull, Chicago	78	44		96	32
B. Ullman, Toronto	73	34	51		24
W. Cashman, Boston	77		58	79	100
J. McKenzie, Boston	65	31		77	120
D. Keon, Toronto	76		38	76	4
J. Beliveau, Montreal	70	25	51		40

1) Compute the total for Boston's leading scorers. Goals_____ Assists_____Points_____

2) Compute the totals for the leading scorers other than those who play for Boston. Goals_____Assists_____ Points_____

3) Compute the averages for Boston's leading scorers to the nearest whole number. Goals_____ Assists_____ Points_____

4) Compute the averages for leading scorers other than those who play for Boston to the nearest whole number. Goals_____ Assists_____ Points_____

5) In hours and minutes what was the total penalty time for the following players:
Esposito ___hr. ___min. Orr___hr. ___min. Hodge___hr.___Min.
Cashman___hr.___min. McKenzie ___hr. ___min.

SUMMARY

1) Briefly tell the most exciting reason for being a sportswriter.

2) What would you dislike about this occupation?

3) Name at least two famous people in this field.

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